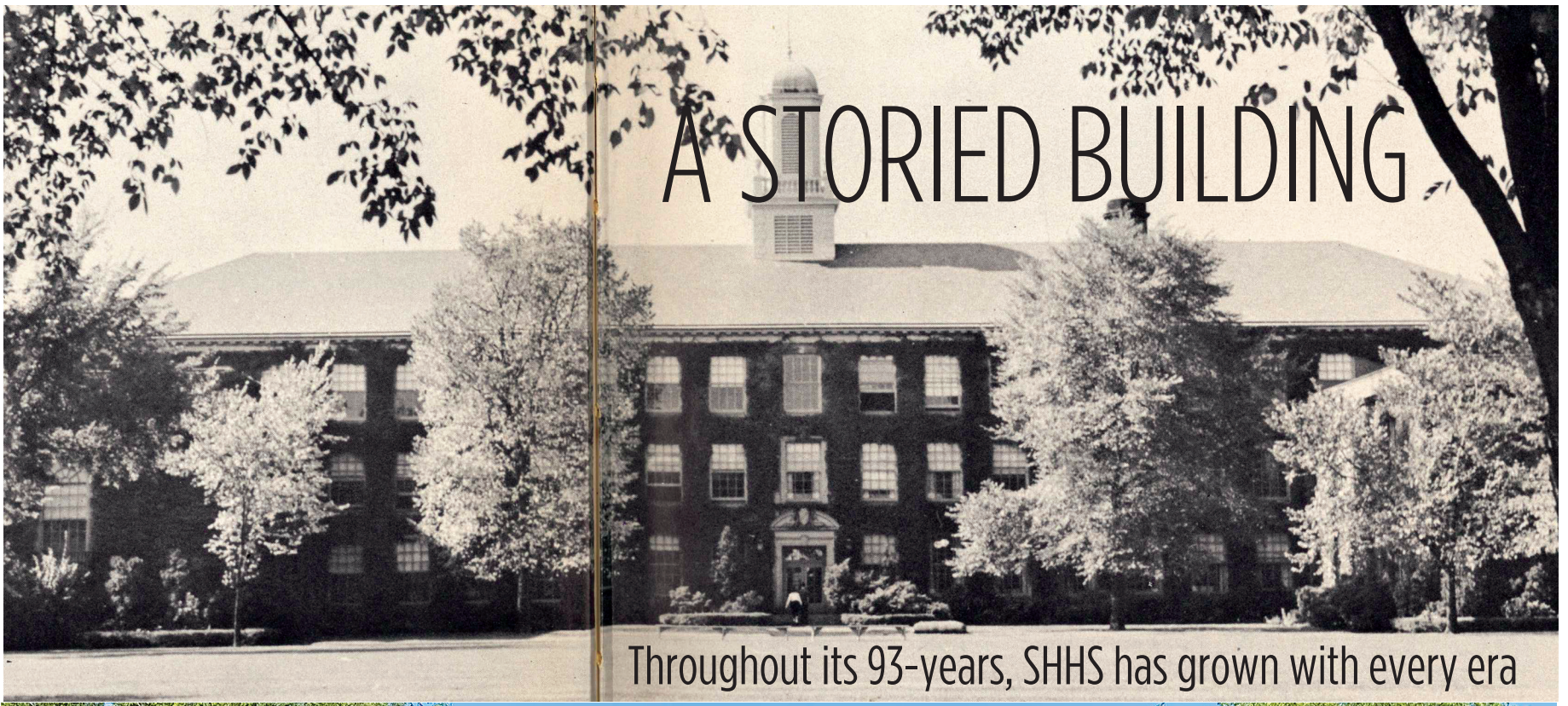
THE SHAKERITE

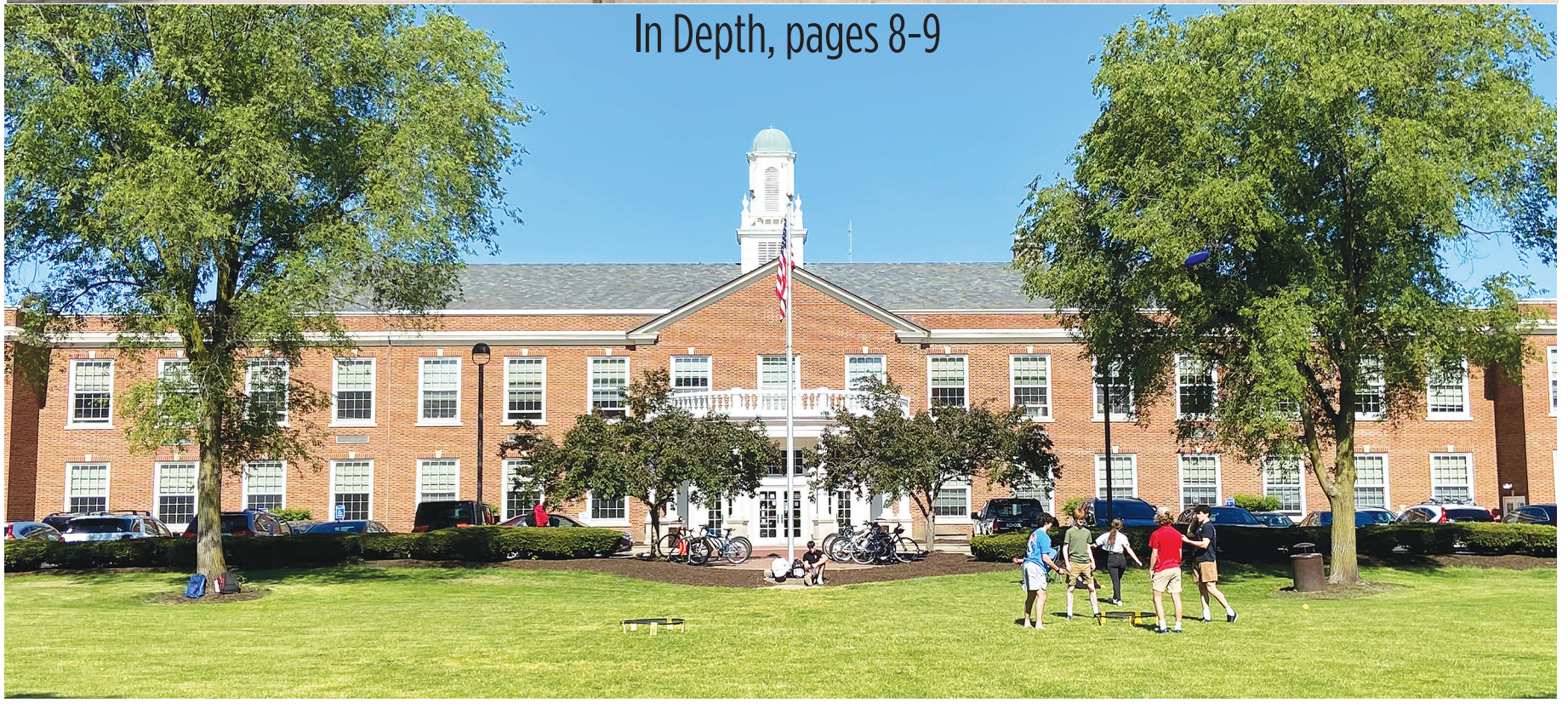
Volume 94, Issue 2 May 24, 2024



A STORIED BUILDING

Throughout its 93-years, SHHS has grown with every era

In Depth, pages 8-9



Campus and City

What happens to students who record fights? Malachai Shulman reports on the sometime consequences.

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Spotlight

Students can practice mindfulness at the end of the day in Room 216. But what will happen in the space without Flex Block?

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Raider Zone

The NFL is next for former Raider Rasheen Ali. Sports Writing reporters talked to him about the path from the Rupp to the Ravens.

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Some Firsts, Some Frustrations

New standards for coverage emerged despite schedule

Editor's Note *Josh Levin*

This year was certainly an adventure for The Shakerite. In November, we ran our most extensive coverage of local elections in the paper's 94-year history. Leading up to the election, we published news stories and endorsements for major issues. The Editorial Board met seven times to interview stakeholders, endorsing Issue 13 and two Board of Education candidates, Pam Scott and Doug Wang.

On election night, more than a dozen staffers gathered in the newsroom until 10:30 p.m. to manage live election coverage on our website, Shakerite.com, including mini-updates during the night and five full-length stories in the following few days. All three of the board's endorsements reflected poll results.

In January, when two trespassers were arrested after entering the high school through an unsecured door and assaulting students, we published three news stories on the incient in two days, working from home well past midnight. When the district announced Jan. 11 that school would take place remotely the following day to improve safety protocols, we updated our story in just 15 minutes.

Last month, we broke a story that the district's choice for commencement speaker, former secretary of Housing and Urban Development Marcia L. Fudge, had written a letter supporting Lance Mason, the former judge who later murdered Aisha Fraser. Our coverage sparked a petition that collected more than 900 signatures calling for Fudge's removal. Professional outlets, including Channel 5, Fox 8, Scene Magazine, Cleveland.com and WKYC, picked up the story. Five days after we published, Fudge withdrew.

I wrote previously that "our goal this year is to nurture trust in the media through education and transparency," so I want to be clear that for all of our achievements, we've had plenty of setbacks.

The block schedule limits us to three class meetings a week, so it's harder to adhere to deadlines and to sustain developing coverage than in years past. The seven-period schedule also curbed enrollment in our prerequisite journalism classes, which we were required to combine with our production class. It has been difficult to balance producing the paper with the vigorous instruction necessary to train our next generation of student journalists.

Through these challenges, I have been amazed at the dedication and professionalism of this talented team of student journalists. Though my time with The Shakerite is over, I could not leave it in more capable hands. It has been an honor working for such a well-regarded news organization for the last four years, and I am beyond proud of everything we managed to accomplish. I'm sure The Shakerite's new leadership — Editor-in-Chief Eliot Call and Managing Editor Isabel Siegel — have big plans. I am confident that they will continue building on The Shakerite's 94-year record of excellence, and I look forward to seeing everything they can accomplish.

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On the Cover: The photos present two versions of the high school's facade. Today's version is unrecognizable when compared to the 1951 image. The front of the building remained unaltered from the time it was built in 1931 until 1962, when the high school saw its third major addition, which comprised rooms 250 through 260. Other than the entrance and parking lot, added in 1998, the front of the building has not been renovated since, with the exception of the security kiosk just inside the front doors, which was installed last month. Read about the history of the Shaker Heights High School on pages 8-9. *Top photo: 1951 Gristmill. Bottom photo by Will Stewart.*

THE SHAKERITE

May 24, 2024
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Editor in Chief Josh Levin • **Managing Editor** Ruben Rippner • **Community Manager** Eliot Call • **Policy Reporter** Will Stewart • **City Reporter** Daniel Carroll • **STEM Reporter** Solomon Cover • **Arts Reporter** Malachai Shulman • **Opinion Editors** Olivia Cavallo and Ingrid Holda • **Raider Zone Editor** Vaugn Ullom • **Raider Zone Reporter** Eamonn Furey • **Copy Chief** Trent Kafcsak • **Copy Editor** Isabel Siegel • **Photo Editor** Alyson Garfield • Opinions expressed in The Shakerite are those of their respective authors and do not represent the views of The Shakerite, Shaker Heights High School or the Shaker Heights City School District. The 'Rite Idea presents the views of the Editorial Board; however, it may not reflect the opinion of the entire Shakerite staff. The Shakerite is an open forum published for and by students of Shaker Heights High School. Read The Shakerite online at Shakerite.com. Readers may reach The Shakerite at (216) 295-6210 or by emailing editor@shakerite.com.

Dr. Felecia Evans, director of school leadership, addresses panel members, students, teachers and parents during the May 14 meeting in the upper cafeteria. *Photo by Daniel Carroll.*

COMMUNITY VOICE SUPPORT FOR PHONE POLICY

ISABEL SIEGEL *Managing Edtior*
DANIEL CARROLL *City Reporter*

Changes in cell phone policy are imminent for the 2024-2025 school year.

The district held a public meeting May 14 in the upper cafeteria to gather feedback about its developing cell phone policy. Attendees, including students, family and staff, uniformly expressed support for increased cell phone restrictions.

The meeting featured seven panelists: students and staff from the middle school and high school; a Shaker Heights Police detective; and a parent. Director of School Leadership Felecia Evans led the meeting and presented survey data and the district's draft policy. Attendees were prompted to talk among themselves then share their ideas with the panel.

Students who record fights may face consequences, page 4

The proposed cell phone policy for grades 6-12 states that Yondr pouches would be used to manage cell phones, smart watches, AirPods and other devices. Students would be responsible for bringing Yondr pouches to school daily. Lost or damaged Yondr pouches would incur a replacement fee of $30.

Administrators would grant exceptions for health-related or special education needs.

However, this policy isn't just the district's idea. Gov. Mike DeWine signed into law House Bill 250 on May 15. It requires public schools to create written policies within 90 days that restrict student cell phone use during school hours.

At the meeting, the disaggregated results of a district survey that asked whether SHHS should have greater restrictions on cell phone use were shared. More than 3,000 people completed the survey, and 60 percent of students in grades 3-12; 85 percent of families; 92 percent of certified staff; and 51 percent of classified staff answered yes.

Emily Geier, a social worker at the middle school, said that cell phone use in schools is a major problem. "I have never seen a more devastating circumstance. It is the most extreme change for the worse that I have witnessed," she said. Students cling to their phones despite knowing the harm they cause. "They are very well aware, but they still say they need it," she said.

Principal Eric Juli said that he has noticed how difficult it is for students to give up their phones when he asks. "It's like [I'm saying] 'Give me your arm, give me your left leg,' and they couldn't possibly do that," he said.

Juli said the pouches are a measure to boost student engagement and prevent fights. "The best way to treat an addiction is not to just punish," he said.

Community members cited poor grades, lack of focus and decreased social interaction as negative effects of unlimited student cell phone use.

Middle school counselor Chamaine Keith said that while she proctored a state test, she saw some students rush through it to get their phones back. After learning that they could not access their phones until the testing period ended, more students took their time during the next day's test, she said.

"I see a lot of disengagement, walking with their heads down looking at their phones," Keith said of middle school students during an interview.

Board of Education member Pam Scott said that Shaker needs to put resources behind this effort. "This is going to affect a lot of students' social-emotional health, and to be able to support while we're implementing this would be a game changer," she said in an interview after the meeting.

BOE member Doug Wang said the policy should be enforced equitably. "Often we punish different groups differently," he said after the meeting.

Parent Martinique Future said that students feel ostracized without their phones, and Yondr pouches fix that. Said Future, "If everybody's phone is locked up, there's no peer pressure."

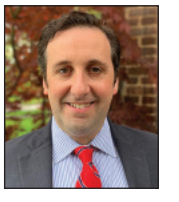
Perspectives on Cell Phone Use, Policy

"[Teachers] are on board because we know that the students that are struggling are on their phones a lot. They've had screen times as high as 13, 14, 15 hours a day. The number one reason is because they're physically absent; perhaps the number two reason is because they're mentally absent."

Joseph Konopinski
SHHS history teacher and panel member

"We need to make sure we enforce it in an equitable manner and in a consistent manner. Then we'll have to look at it and sort of say, 'Well, what did we get right, and what should we change?' "

Doug Wang
BOE member



"In my own cell phone use, there are plenty of times when I am talking to my children or wife, and I am finding that one of those phones is in my hand, and I am responding to a text, and I don't even know how [the phone] got there."

Eric Juli
SHHS principal and panel member, who uses both a personal and work cell phone.

RECORD THAT FIGHT AT YOUR OWN RISK

Using a device to capture a conflict can result in detentions, suspensions

By Malachai Shulman *Arts Reporter*

Fights at school are not new, but after those that occurred in January, questions about whether students can be disciplined for recording them have increased.

Associate Principal James Dubsky said that there is no policy about recording fights, but students who do so are dealt with individually based on how disruptive their actions are.

"I don't have a specific spelled-out practice in the student handbook that says, 'If you record a school fight, you will receive this consequence,' " Dubsky said.

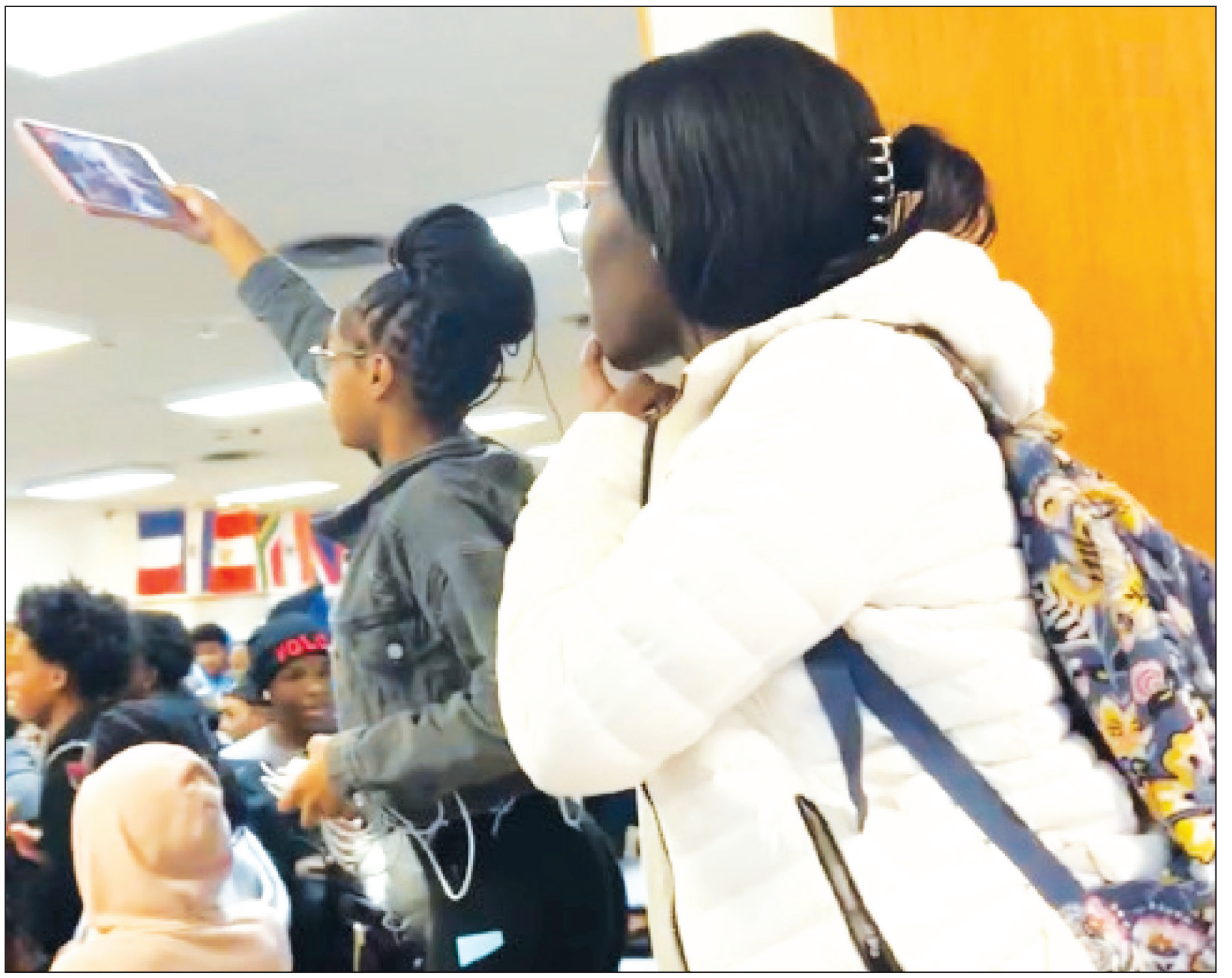
"Usually we will go to the student directly and request that they delete the video," Dubsky said. Further action is only necessary, he said, if the student's act of recording the video makes the altercation harder to dissolve.

Survey, public meeting indicate strong support for phone restrictions, page 3

Students can be disciplined if recording gets in the way of staff who are trying to stop a fight. "If you are on camera, and you are observed contributing to the chaos and disruption, and you are impeding my ability to separate it, that's when we would consider consequences for a student for recording," Dubsky said.

Dubsky said that even with these guidelines, it's not easy to make a decision. "Maybe somebody did film, [but] by the time they get to me, it's been deleted from their phone. What do we do about that?" he said.

Students expressed nuanced opinions about consequences. Sophomore Alex Workman said that he often sees videos of fights at the high school circulating on social media. "Kids should not be taking videos of fights because they glorify violence, and they don't represent what our school is like on a daily basis," Workman said.



A student makes an iPad recording of a fight during 6A lunch Jan. 9, an act that can result in detention or suspension. *Photo by Malachai Shulman*

"If you are on camera, and you are observed contributing to the chaos and disruption, and you are impeding my ability to separate it, that's when we would consider consequences."

James Dubsky
Associate Principal

Junior Omyron Harris said the recordings have value. "To be brutally honest, having a video of a fight shows the reality of what goes down here," Harris said.

Though there is no definitive policy, according to Dubsky, reprimands that have been issued include in-school suspensions, out-of-school suspensions and lunch detentions.

Workman said he thinks these consequences are too harsh. "I don't think that kids should be necessarily punished for recording school fights, but I also think that it's irresponsible to post them," Workman said.

"One perspective is that the school shouldn't punish kids who are merely showing the true reality of the school," Harris said. "It depends on the intentions of the students. If the student is trying to profit off of the video, like socially or for money, then yeah, I think some punishment is fair."

Dubsky said that administration believes videos of fights that circulate on social media do not reflect fairly on the school. "It's definitely something that we wouldn't want out there," Dubsky said. He said that videos can fool one into forming notions about violence at the school that are not always accurate. "I can see how people can say, 'This is the reality of the school.' Through editing, through angles, sometimes the videos depict us in more of a negative light than we would desire."

However, Dubsky is not partularly concerned with fight videos circulating at the high school, and instead is focusing on preventing fights.

Said Dubsky, "I think we have a fantastic school, and sometimes we have negative interactions take place, but this school is in no way a negative place. You'll find this at just about any school in America."

The building, photographed May 17, is described on its leasing website as a “luminous structure with 360-degree views, it’s a space for sun chasers and moon watchers.” Penthouse suites can be leased from $11,000 monthly, and premium suites from $5,400. *Shakerite photos.* In the rendering, the completed buildings dwarf surrounding structures. *The Max Collaborative.*

VAN AKEN APARTMENTS ARE TALLEST IN SHAKER

Daniel Carroll *City Reporter*

Two high-rise apartment buildings, called Raye in the Van Aken area, will be the tallest structures in Shaker Heights when they are completed this year.

The city’s approval of the development of the $102 million Van Aken District marked the first phase of the overall project.

Phase two is now underway: construction of two apartment buildings connected by a pedestrian bridge at 20005 Farnsleigh Road.

The larger of the two buildings will be 199.5 feet, or 18 stories tall, and the shorter one will be 165.5 feet, or 15 stories. According to the list of features, the buildings will comprise 228 units, balconies, private gardens, a dog park, a spa, a health and fitness facility, a chef’s kitchen, a sky deck and a pool for residents and their guests.

Laura Englehart, Shaker Heights director of economic development, is well-versed on the project.

“The design includes two towers with glass facades punctuated by numerous balconies at the corners and connected by two enclosed bridges,” Englehart said in an email.

The buildings will comprise one-, two-, or three-bedroom apartments and penthouses on the top floor. Both walking bridges will have apartments, and the roof of the lower bridge will be a communal outdoor space for residents.

The project exists to help with more than housing. “Multiple strategic plans for this area call for establishing a dense, walkable, transit-oriented neighborhood – and this second phase of development helps meet those goals and contributes to that vision,” Englehart said.

The city hopes that once the apartments are finished, an influx of new residents will support the Van Aken District’s small businesses, and the success of the district will attract more development to the area.

The site has been a parking lot for almost 70 years and has generated no tax revenue for the schools or the city. Some of the property taxes on the apartments will be converted into payments-in-lieu-of-taxes, or PILOTs. Part of those PILOTs will be used to pay for the project, and another part of them, estimated to be $374,000 annually, will go to the schools.

“This project is unlike any other residential development project in Shaker, largely thanks to its height, scale and modern grandeur.”

Laura Englehart
Director of Economic Development

The project was initiated during the pandemic, and since then, the cost rose by about 30 percent. The developer asked the city to help cover the increase. The city awarded a $4 million conditional grant that it anticipates will be recouped through income tax revenue gained from construction workers who are building the apartments and from the apartment residents in six to seven years.

The design process for the apartments began in 2020, and it took more than a year to complete all of the design approvals — though the plan for redesigning the nearby Van Aken District dates back to 2000.

“The community revisioned it from a shopping center with a sea of front-yard parking to what it is now,” Englehart said.

Englehart described the Raye apartments on Farnsleigh Road as “unlike any other residential development project in Shaker, largely thanks to its height, scale and modern grandeur. It will offer a housing option that we don’t otherwise have – adding to the diversity of living options so that Shaker is a place where housing is available for all ages and stages of life.”

Guidance counselor Catherine Szendrey leads students through yoga exercises during Thursday Flex Block in Room 216, the Mindfulness Room. Paintings strewn with lights soften the space. *Photos by Camryn Dozier and The Shakerite.*

Szendrey Makes Space for Mindfulness at School

Isabel Siegel *Copy Editor*

Picture a room with warm lighting, yoga mats and relaxing music. As you walk around, you discover stress balls, coloring materials and even a pair of noise-canceling headphones. Sound-blocking machines mute noise from outside of the classroom.

This is guidance counselor Catherine Szendrey's vision for Room 216, where a "mindfulness" or "zen" room is being developed.

Szendrey

Szendrey runs two Flex Block activities: Mindfulness Practice and Training from 2-3 p.m. on Tuesdays, and Yoga for Athletes from 2-3 p.m. on Thursdays. Both meet in Room 216, where Szendrey integrates the Mindfulness Room into these Flex Block activities.

Next year, when Flex Block is discontinued, Szendrey wants the Mindfulness Room to be open before and after school. She plans to create a mindfulness and yoga club.

Students can come to this room to deal with anxiety, depression, stress or school avoidance problems. Inside, they'll learn new skills for dealing with mental health and self-regulation, the ability to manage and understand one's emotions.

"I feel like Shaker has always been groundbreaking in what we do, and I really want to transform how we do things with mental health here," Szendrey said.

Szendrey became a yoga instructor during the COVID-19 lockdown. After seeing the mental health benefits of yoga practice, she integrated it into her work. Szendrey has been developing the Mindfulness Room for more than two years.

She is pursuing a doctorate in educational leadership with a focus on trauma-informed education. She will also work to gain her Yin Yoga therapist certification this summer.

Mindfulness, according to the American Psychological Association, constitutes "awareness of one's internal states and surroundings." That awareness helps people avoid destructive habits by observing their thoughts without judgement.

Szendrey first incorporated these ideas into Crew, when the staff was discussing what the Crew curriculum would look like. "It just kind of developed from there," she said.

It "really took off" when working with the men's basketball team, Szendrey said. She also worked with the lacrosse and dance teams, anatomy classes and Crew classes. Soon enough, the program was growing — and it needed a bigger space.

But the room is still in development. "Right now, we don't have much space in the high school," Szendrey said. "Plus, I would have to man it." To help staff the room, Szendrey wants to train students to become mindfulness and yoga instructors. Additionally, she would train teachers and implement rotating coverage for the space.

Next year, Szendrey hopes to make the space a full time "mindfulness lab," she said.

"My goal is to make this as diverse as possible," she said. "I want everybody to feel like this is their thing."

Yoga Classes Help Students Concentrate on Change

Physical Education teacher **Susie Brown**, who taught Yoga and Raider Games classes until retiring this year, said that mindfulness is all about awareness.

"You have to pay attention to your thinking. You have to then set your intention on how you want to make changes," she said.

"The third component is attitude."

Brown assisted in the Mindfulness Practice and Training and Yoga for Athletes Flex Blocks.

In yoga classes, Brown asked students count each breath or repeat a word such as "love," "peace" or "relax" to calm their minds.

"And although you're not completely relaxing at that time, you're not having that racing mind," she said.

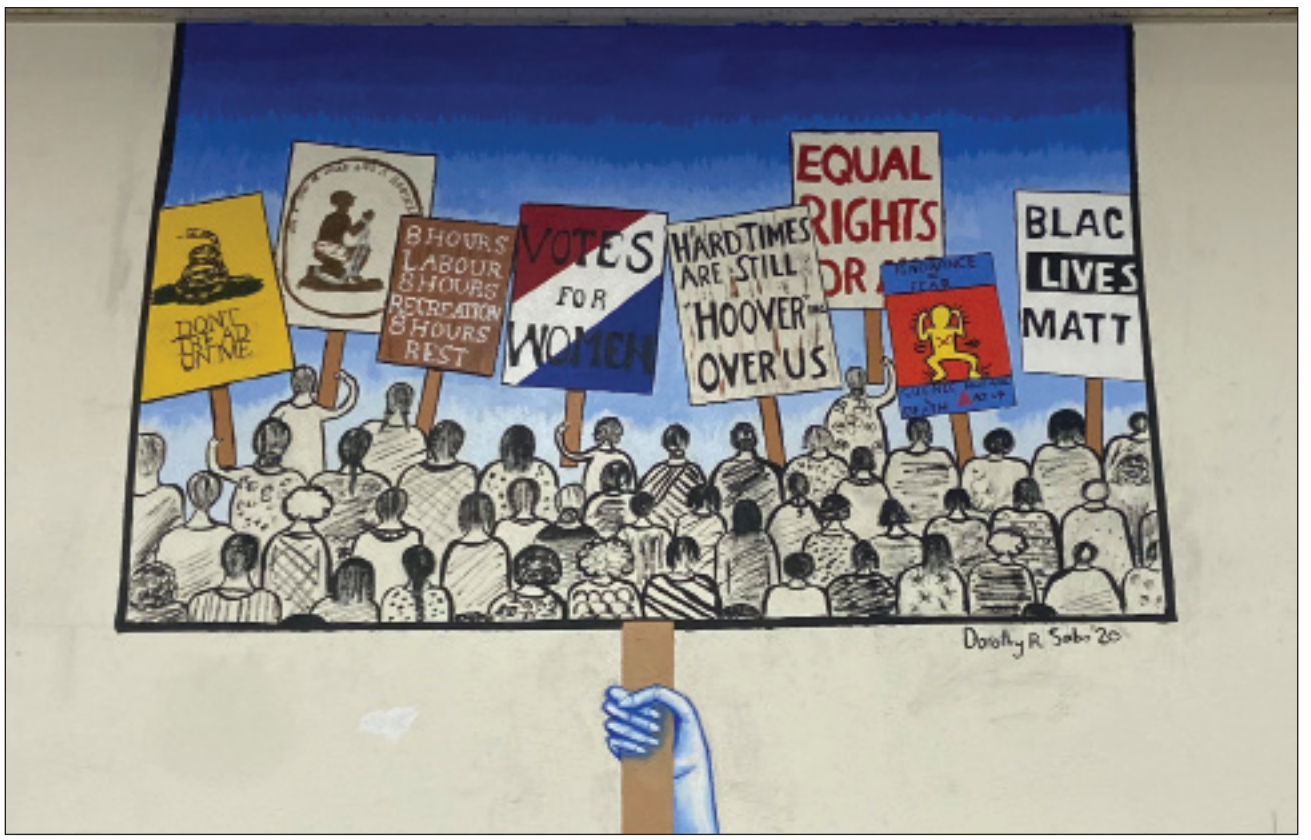
Brown practiced different breathing techniques with her yoga students.

"I think everybody kind of has a different lung capacity. Like if you're playing a horn in the band versus someone who's playing the drums," she said.

Because of this, students start the breathing exercises on their own. They experiment with how long they can inhale, hold their breath and exhale.

Another technique Brown shared with students is "fire breathing." In this exercise, students inhale and exhale rapidly.

Isabel Siegel


DON'T TREAD ON ME
8 HOURS LABOUR 8 HOURS RECREATION 8 HOURS REST
VOTES FOR WOMEN
HARD TIMES ARE STILL "HOOVER" OVER US
EQUAL RIGHTS
BLAC LIVES MATT
Dorothy R. Sabo '20

At the end of the hallway, near Room 234, a lightbulb illuminates a plaque that offers context for a mural of Shaker native and Olympic weightlifter David Berger. The mural was completed in 2014 by SHHS students Michah Sattin and Rebeccea Natowicz. Berger was one of the 11 Israeli athletes murdered by terrorists at the 1972 Olympic Games in Munich, Germany. • A 2020 mural by Dorothy Sabo in Room 251 emphasizes the history and power of protest in the United States. *Photos by Will Stewart.*

WALLS MAY GO, BUT ART WILL SURVIVE

Shaker Schools Foundation will capture high school's many murals in a book

Ingrid Holda *Opinion Editor*

For decades, Shaker students have brought color to high school halls and classrooms by painting murals that remain long after they graduate.

The Shaker Schools Foundation will soon publish a book depicting the works so people can see the murals without visiting the building. Holly Coughlin, executive director of the Shaker Schools Foundation, said that the book will be available to everyone, and will recognize student artwork. "[Principal Eric] Juli and I discussed how to celebrate and share the murals," Coughlin said. "That, along with seeing how students look for the murals from their year, inspired the idea."

From bold, floor-length paintings in the hallways to smaller pieces on the walls of classrooms and offices, students who once walked the halls have made their mark for years to come. Some murals display inspirational quotes in whimsical fonts, while others depict powerful historical figures, or the school mascot, Tuffy the Raider. Each mural represents a student's legacy during their time at the high school.

According to Art Department Chairwoman Karen Mehling-Howson, students paint murals every year. There is a process for seeking permission to paint, and she approves ideas. "It's for senior project, and students should be in Painting or Portfolio class, typically, and they have to have an art teacher sponsor. For senior project, they present their mockup design, and that would run through me, and it would also go through senior project advisers and the principal," Mehling-Howson said. "At that time, the student would indicate where they want their mural to be, and the size of the mural."

When the mural is to be painted in a classroom, the teacher who works in that room shares in the decision. Last year's graduating class painted two murals, both of them in classrooms.

Mehling-Howson said that the number of murals painted varies each year. "Four or five years ago, I had seven or eight kids painting murals. Sometimes I have one or two, sometimes I have six or seven kids," Mehling-Howson said.

"The foundation is pleased to be able to create a book with these amazing art pieces and memories of our Shaker alums."

Holly Coughlin
Executive Director
Shaker Schools Foundation

According to Mehling-Howson, a "coffee-table book" of student murals is in the works. The Shaker Schools Foundation will compile images of all of the murals created over the years, according to Coughlin.

Coughlin said that every student mural that has been painted in the high school would be included in the book. She has already discussed plans with Juli, and both are ready to move forward with the project. "The photography will be done over the summer so we don't interfere with school," she said.

The book will be available on the Shaker Schools Foundation website when published.

Coughlin also said that former students are inspired by the murals that decorated the walls during their years at the high school. "I take graduation classes on high school tours when they are in town for their high school reunions. They always want to see the murals that they remember from their time at SHHS," Coughlin said. "The foundation is pleased to be able to create a book with these amazing art pieces and memories of our Shaker alums."

It's no secret: Our high school is old, and it's not going away anytime soon. Here's a look at some of the many ways it has been revised since its 1931 debut.

a WORK in PROGRESS

Will Stewart *Policy Reporter*

Since its construction in 1931, the high school has seen changes to nearly every aspect of the building, with most rooms serving different purposes throughout its history.

In 1918, the first high school was built; that building is now serving as Woodbury Elementary School. The 1918 building had to grow with the city's rising population, with the east and west wings added just 10 years after the original construction of the school.

In 1931, the current high school was built, and the 1918 building became a middle school, now Woodbury. The new high school building included a swimming pool; a large auditorium and a lecture hall, both equipped with film booths; a stadium; a boys gym and a girls gym; science labs; an elevator; and much greater footprint overall. The 1918 building was 114,150 square feet, while the 1931 building constituted 178,638 square feet.

The new high school had an estimated construction cost of just less than $1.1 million, or just more than $20 million today, accounting for inflation. According to a 2016 state facility assessment, the 1931 building now stands at 324,956 square feet, meaning nearly half of the current high school building has been added since its original construction.

In 1931, the basement comprised the boys gym, the girls gym, the swimming pool, locker rooms, ample storage, a mechanical repair workshop, a pottery room, dressing rooms for theater, a workshop for theater scenery, and offices for athletics and janitorial staff.

The first floor comprised the main office, clinic, school store, large auditorium, small auditorium, a large woodworking shop, a general shop class room, a mechanical drawing class room, a sewing room, a cooking room, three "commercial" rooms for practical skills classes such as typing and business law, and standard classrooms.

The second floor constituted two art classrooms, two large study halls, the cafeteria and kitchen, a club room, access to the auditorium balcony, and standard classrooms.

The third floor comprised mostly science labs and corresponding lecture rooms. However, at the north end of the hallway, Room 311 was the only music room, with Room 313 serving as the music library. Today, Room 311 still features built-in risers that accommodated performing music classes.

Choir and band rooms were the first addition to the school. They were added behind the north and south gyms, respectively, in 1953. There was a room beneath the choir room known as the senior social room. It featured wood paneling, a fireplace, games and a snack bar.

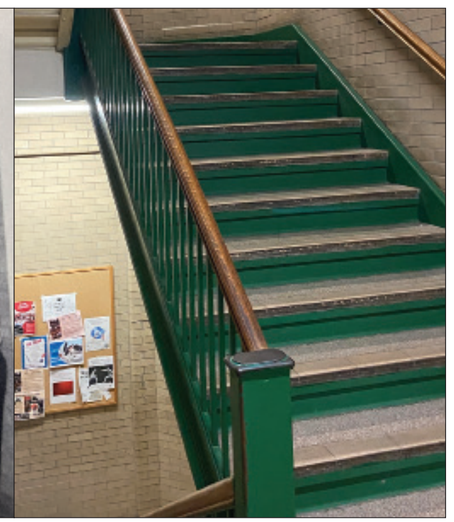
In 1955, the wings east and west of the courtyard were expanded. The expansion brought a new biology room; offices for student activities; a conference room for student council; a rooftop greenhouse accessed from Room 301, a biology room at the time; the dance room; a wrestling room; and 16 new classrooms.

In 1962, the high school saw the addition of a new front wing to make room for the student body of nearly 2,000. The wing included 18 new classrooms and the current main office. Additionally, the south gym was remodeled and extended.

In 1966, a facilities expert said that "If the Shaker Heights High School is to provide an adequate curriculum in science under proper conditions in the future, greatly increased space for the teaching of science will be required," according to an April 1966 School Review magazine.

A minor yet noticeable change to the school was the replacement of the original schoolhouse light fixtures with fluorescent tube fixtures, as seen in this side by side picture of the hallway near Rooms 107 and 108. Besides lighting, the hallway is otherwise identical. *Photos by 1959 Gristmill, Will Stewart.*

Though it wasn't marked, the north main stairwell still functioned unofficially as an exclusive down stairwell in the 1950s. Additionally, in the bottom left corner of the 1953 yearbook photo, a window is visible. Windows in the north and south main stairwells were present until 1955 when the expansions to the east and west wings were completed. *Photos by 1953 Gristmill, Will Stewart.*



In 1942, the space between the auditorium and north gym was still a parking lot, though it was not paved or painted. The east wing, built in 1955, is also visible in the right photo. *Photos by Cleveland Memory, Will Stewart.*

The hallway that parallels the weight room, which was formerly the swimming pool, looks nearly identical to its 1962 appearance. Glass block windows have since replaced metal sliding doors that would have opened into the pool room. *Photos by 1962 Gristmill, Will Stewart.*

In 1970, the current science wing was completed with 10 new lab rooms, a planetarium, the egress, and three additional classrooms. When the wing was built, the former third floor science rooms were converted to standard classrooms, most of which serve as foreign language classrooms now.

The original 1931 swimming pool was sealed over in 1991 because by that time, the Woodbury and middle school pools were larger, newer and in better condition than the high school pool. In a September 1991 Shakerite article, former high school Principal Jack Rumbaugh said that due to a lack of use and "serious mechanical problems," the high school swimming pool would be renovated to a multipurpose room. The pool was sealed over and wood flooring was installed. During the 2020-21 school year, the room was once again repurposed as the current weight room.

By 1998, the high school lacked a regulation-size gym for competitions. Due to this, the north gym, which seated 500, was demolished and rebuilt. Subsequently, the 1953 choir room and senior social room were also demolished. The new north gym was much larger and has a capacity of 1,800. The new choir room is located above the north gym lobby, as opposed to its previous location behind the gym. The front entrance and parking lot as they exist today were also completed in 1998.

By 2008 the cafeteria had seen three small-scale renovations over 77 years, but it still was not large enough to seat all students assigned to some lunch periods. As a result, students ate lunch all around the building, including in stairwells and hallways. The solution was to remodel the original cafeteria and kitchen, then add a two-story expansion to the south side of the cafeteria. No major renovations or additions have been made since.

Though at its core, the high school is from 1931, most of the original, ornate details such as light fixtures, mouldings, wood floors and cabinetry, tiles, even the front entrance, have been stripped away over the past 93 years to meet ever growing and changing needs of a school.

The building has been undergoing major renovations and additions that began just 22 years after it was built, which raises the question of remodeling or rebuilding. If a building has been insufficient since it was built, is it worth remodeling yet again?

DISCONNECT WITH DISTRICT'S DECISION

The class of 2019 receives diplomas during its commencement cermony at the CSU Wolstein Center. Journalist David Pogue ('81) was the speaker. *Photo by Kevin Reeves.*

Commencement speaker choice demonstrates lack of community input

The 'Rite Idea *The Editorial Board*

We commend Marcia Fudge for withdrawing as commencement speaker for the class of 2024 and the district for accepting her withdrawal.

Fudge withdrew following backlash about the choice to invite her to speak. She was criticized for her past support of Lance Mason. In 2015, Fudge wrote a letter advocating for a lighter sentence for Mason, a former Cuyahoga County judge, when he pleaded guilty to assaulting Aisha Fraser, his wife. At the time, Fudge was a member of the U.S. House of Representatives. Mason later murdered Fraser, a sixth-grade teacher at Woodbury, in 2018. Fudge withdrew her support for Mason in a statement after the murder.

We also appreciate the students, staff and community members who created and signed a petition to remove Fudge as speaker and sent emails to administration. Awareness is important, but change isn't possible unless people voice their opinions. Seniors can now enjoy commencement, an event that's meant to celebrate their hard work, without the possibility of protests and backlash.

However, we must acknowledge that this situation was avoidable. There is no shortage of students, teachers and other community members who opposed her invitation. The district should have gauged public opinion of Fudge's appropriateness as commencement speaker before making the announcement. That way, they could have replaced her before controversy escalated as it inevitably did.

CHEERS AND JEERS

CHEERS TO hearing music in the hallways

JEERS TO the playlist of the same 30 songs on repeat

CHEERS TO finding a good parking spot

JEERS TO finding the resulting parking ticket

CHEERS TO water fountains on every floor

JEERS TO half of them not working

CHEERS TO the school year almost being over

JEERS TO final exams and AP tests

This is only one example of the district's communication problems, some of which concern much more significant decisions such as detracking and joining the IB program.

Teachers say they didn't receive adequate support when the district detracked in 2021. The change was implemented hastily, without warning for teachers, who were informed about the decision two days before school started, and without gathering community feedback. It was impossible to immediately know how to change instruction, let alone how to deliver lessons, especially because school began that year with hybrid approach that meant significant numbers of students logged into class from home.

In a March 10, 2023 Shakerite story, Language and Literature Department Chairwoman Emily Shrestha said that the issue was not detracking, but the lack of communication that surrounded it. "Deleveling in itself is not a bad thing, but we did it the wrong way. We did it all at once, without any sort of training for staff and without any context for students," Shrestha said.

Most recently, the district announced a new ID policy at 5 p.m. on a Friday, May 3, through email and social media, to be implemented the following Monday, May 6. Not all students check their email, especially on weekends, nor does everyone use social media. Staff were informed at the beginning of the week, but not all of them communicated the upcoming changes to their classes.

We want the district to use the controversy surrounding Fudge's invitation as an opportunity for growth. Taking the community's concerns into account when choosing a speaker — or making bigger decisions — could help restore trust in its leadership.

About the Opinion Section

The Shakerite accepts and encourages opinions, letters to the editor and Guest 'Rites, which are published in the Opinion section. Opinions expressed in these pieces are those of their respective authors, and do not represent the views of The Shakerite, Shaker Heights High School or the Shaker Heights City School District.

The Editorial Board governs Shakerite opinion coverage, writes routine 'Rite Idea editorials such as the one that appears on this page, reviews letters to the editor and serves as a guiding force for The Shakerite on controversial coverage.

Submit a letter to the editor or inquire about a Guest 'Rite in Room 231 during Flex Block, via email to editor@shakerite.com, or by visiting shakerite.com/submit-a-letter. The Shakerite reserves the right to reject or edit any letter.

Answers Can Create Change

Better communication about the BIMAS survey could increase participation

Olivia Cavallo *Opinion Editor*

The high school could use the BIMAS survey as a valuable tool. So why aren't we there yet?

Most students are familiar with the Behavior Intervention Monitoring Assessment System. However, misinformation, lack of information and tech issues have contributed to a low response rate.

The BIMAS is useful, in theory. Comprising 34 statements, it's short compared to similar surveys. Respondents read each statement, then choose a word to signify how much it applies to them. Emailed to students three times yearly, it collects data about social and emotional learning standards: self awareness, self management, social awareness, responsible decision making and relationship skills.

What's the issue here? Students don't get the point. "What is the school gonna do?" senior Grace Sheets said of the results. Some students said they think the BIMAS is for suicide prevention. Others think that counselors are obligated to administer it. Some said they think it's useless.

In reality, the assessment serves clear purposes. It monitors the well-being of students and assists the district's broader decisions. However, students fail to see how their responses affect them. "We don't necessarily do a good job marketing it to teachers or students so you know what is going on," school psychologist Mallory Bendezu said.

Data compiled by grade level informs decisions such as choosing the Crew curriculum. On an individual level, the district uses BIMAS to create support plans, monitor progress and gain insight into why some students are struggling. Bendezu meets with students whose answers drastically change, or who agree with certain survey items.

Some students express frustration about staff contacting their parents due to their answers. This isn't changing any time soon. Bendezu said she has an ethical obligation to follow up with parents about concerns, and that safety is her first priority. "As a parent, if someone were checking in to make sure my kid were OK, I would want to know that information," she said.

The BIMAS asks respondents about their thoughts, feelings and behavior within a two-week period. Notifying parents is important because they know their children better than staff do and can determine what action to take. Navigating these scenarios is difficult because parents respond in different ways. A senior student said her mother was angry after being contacted. "It was very disturbing on both sides," she said. She's answered dishonestly on the BIMAS since.

It's impossible to ensure that everyone answers honestly, or to eliminate the discomfort that comes with being called to the counselor's office. However, informing students and teachers about the BIMAS could help. Another senior student said she was taken aback when her parents were contacted; her Crew teacher had told her that the BIMAS was confidential.

Teachers cannot see individual student responses, but school psychologists, school counselors, social workers and administrators can. If students know who is viewing their responses, they'll trust the BIMAS more. Additionally, they'll expect potential staff intervention.

Improved communication could alter students' perception of the BIMAS. "I panic that everyone sees this as the suicide screener, and that's not my intention at all," Bendezu said. She said that she aims to help students get through their challenges by focusing on the positives. She doesn't want the BIMAS to be "doom and gloom."

Students are partially responsible for the low response rate. Additionally, reading instructions is important for the survey to work. "The first thing I want to say to students is: I need you to answer for the past week. Stop giving me fifth grade confessionals that I have to track down," Bendezu said.

How about cases where BIMAS successfully identified students who were struggling? It's a good start, but follow-through is necessary. A student who did not want to be identified said that her counselor planned to meet with her weekly after they initially spoke, but they never did. A junior student said she had a similar experience, meeting with a counselor only once after their first conversation.

In order to maximize the positive influence of the BIMAS, everyone must do their part. The district should inform staff and students, and students should dedicate time to filling it out accurately.

School psychologist Mallory Bendezu, who manages the administration of the BIMAS and the data it collects, encourages students to respond honestly. *Photo by Alyson Garfield.*

It's impossible to ensure that everyone answers honestly, or to eliminate the discomfort that comes with being called to the counselor's office. However, informing students and teachers about the BIMAS could help.

"We don't necessarily do a good job marketing it to teachers or students so you know what is going on."

Mallory Bendezu, school psychologist

"To know that our history is being watered down to cater to an audience of people who wouldn't know it otherwise is a slap in the face."

Matthew Jones, junior and former AP U.S. History student

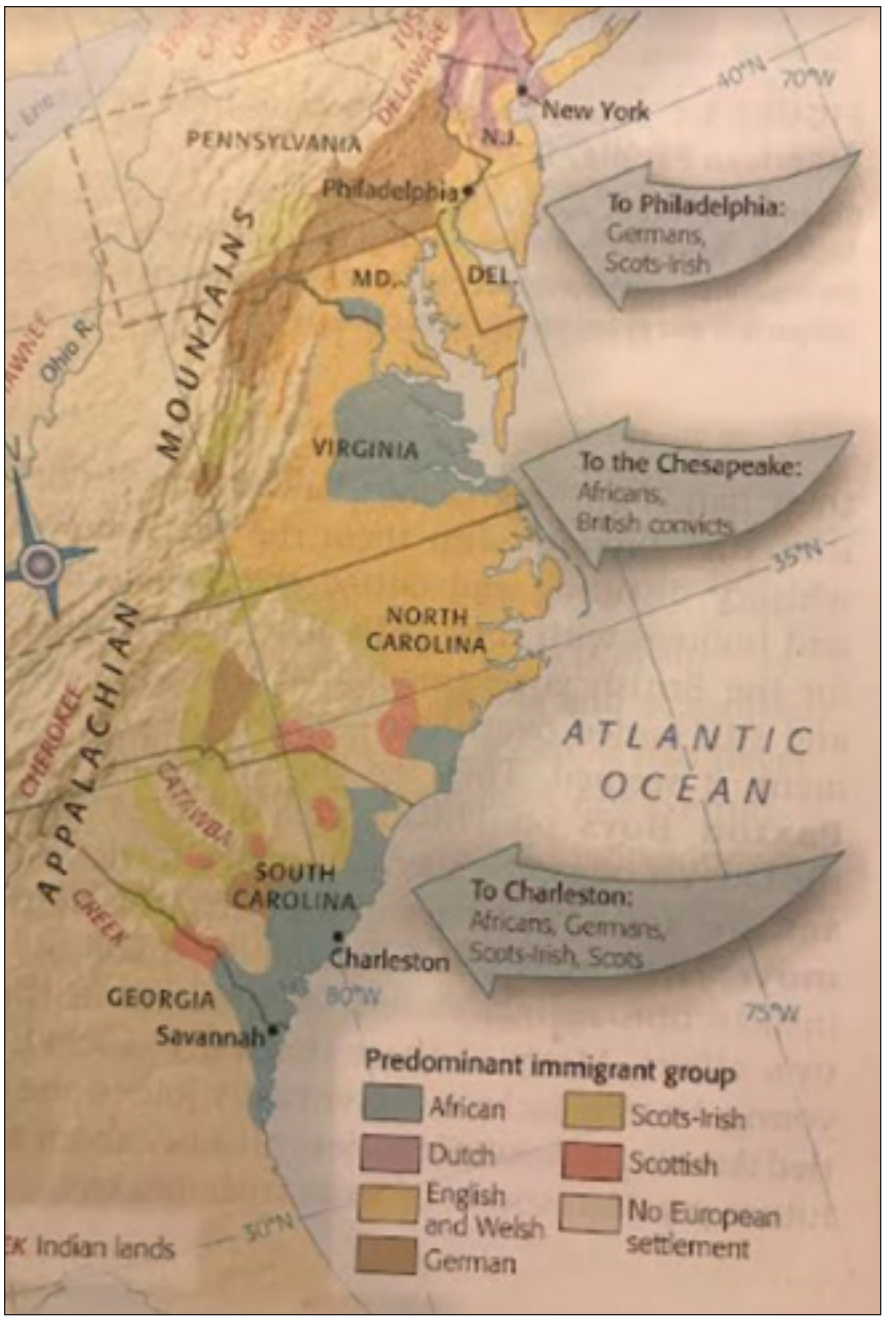
HISTORY WRITTEN BY THOSE WHO PAY

INGRID HOLDA *Opinion Editor*

As students we are taught that textbooks are the basis of historical knowledge, the way we are meant to learn about the past and the way it affects us now. Teachers tell us to use our history textbooks to understand how our political systems and class structures came to be, but how can we do that if we only see one side of the story?

Although textbooks often claim to be objective reporters of history, many possess a bias that is influenced by the past. Traditional history textbooks portray history from the perspective of white colonizers, sympathizing with oppressors and minimizing atrocities endured by the oppressed. For example, students who take AP U.S. History rely heavily on the textbook "American Pageant," which downplays the impact that colonialism and slavery have had on our nation and its people, while in many cases disregarding the viewpoints of minorities.

The economic factors driving bias in textbooks do not justify their educational impact on students. It is important that we learn to see history from diverse perspectives. If we grow up believing that only certain points of view matter, we will have a faulty understanding of history. Limited viewpoints can also make it difficult to empathize with those who might have different backgrounds or experiences. History textbooks often emphasize the success of figures of European descent, but they ignore the brutalities that these individuals have historically inflicted on other groups.



This map, labeled "Immigrant Groups in 1775," appears on page 87 of "The American Pageant" in a chapter titled "Colonial Society on the Eve of Revolution." The caption explains that the map illustrates "the great variety of people" who migrated to the New World during the colonial era. The picture is problematic because it depicts Africans in the 18th century as immigrants rather than captives who were abducted as slaves. The decision to portray Africans as immigrants, and to minimize the impact of slavery, erases the brutality and inhumanity that plantation owners inflicted upon enslaved Africans. The text insinuates that Africans came to America in search of opportunity and freedom. In reality, enslaved people arrived in North America in chains.

It is also important that before schools choose textbooks, they evaluate both the textbook's content and its bias. "When we adopt textbooks, we have to do a deep dive and make sure that they show people of different races, that they do a good job of showing multiple perspectives," said Amanda Ersek, chairwoman of the Individuals and Societies Department. She uses the textbook "Ways of the World" by Robert Strayer for this reason. "It has perspectives of resistance to imperialism, as well as the causes of imperialism. It has a lot of primary sources, sources from former slaves. I believe it has some historian perspectives, too, which I really like, showing that different historians believe different things," said Ersek.

"I think in too many history books it's much more black and white, and history is not. It's very unfinished and gray, and there's not one right answer, which is what I would like textbooks to show."

However, not every textbook conveys different perspectives as readily as "Ways of the World" does. The truth is that some history textbooks use outdated and offensive rhetoric, and we are not exempt from this bias. According to Halle Edwards, writing for Prep Scholar, "American Pageant" is currently the most popular U.S. history textbook. "The American Pageant is known as one of the most well-written, readable texts on any subject, and it's a favorite among high school teachers for AP US History, with by far the most buzz online," Edwards wrote.

Dspite all the support for "American Pageant," the 2016 textbook, written by David Kennedy and Lizabeth Cohen, makes its bias evident on page 343 when it claims that slave owners labored "callus for callus just as hard as their slaves." Throughout the textbook, the authors describe Native Americans as "the Indians" and biracial individuals as "mulattoes," both of which are derogatory terms that the textbook does not address.

"Mulatto" is an outdated term for people of mixed black and white heritage, and it is associated with colonialism and slavery. According to the Oxford English Dictionary, the most comprehensive record of the English language, the word is now considered highly offensive. Students of color consider the word derogatory. Junior Miran-

Amanda Ersek, chairwoman of the Individuals and Societies Department, engages students during class in Room 119. Ersek emphasizes the need to enhance the curriculum with sources beyond the textbook that can provide students with wider views of history. "I talk about students finding the missing story, who's not represented in the textbook and whose story needs to be told," she said. Ersek said that Ohio world history standards omit crucial historical events. "You get into the topics, and they're just very Euro-centric — the Scientific Revolution, the Enlightenment. They do the American and French revolutions, and they're missing the Haitian Revolution," she said. "The epitome of the Enlightenment was equality, and the Haitian Revolution was about the slaves fighting for freedom." *Photo by Alyson Garfield*

da Burrell, who took AP U.S. History last year, agrees that the textbook's use of the word "mulatto" is uncalled for. "That should not have been used unless it was referencing what the people were called in an informative state," she said.

Using the term "Indian" to describe Native Americans is not only offensive, it is wildly inaccurate, as it stems from Columbus's incorrect belief that he landed in India and not North America.

Referring to indigenous people as "Indians" is an example of the limited viewpoint of textbooks such as "American Pageant" because it emphasizes the perspective of white colonizers over that of Native Americans themselves. In 2021, after years of protest against the racist stereotypes employed by the Cleveland Indians, the baseball team acknowledged that the name was offensive and became the Cleveland Guardians. However, "American Pageant" does not address how "Indians" is problematic when referring to Native Americans. Removing prejudice from its pages does not seem to be a priority.

"American Pageant" also includes more subtle biases such as a map of immigration in 1775, which includes English, Scottish, German and Dutch immigrant groups. It also includes Africans. It is absurd that enslaved people are depicted as immigrants, as though they simply migrated to America in search of religious freedom or economic opportunity, rather than being kidnapped and transported in inhumane conditions to a life of slavery, not of possibility.

The textbook goes on to state on page 79 that America was a nation of "diverse nationalities" with a "great variety of immigrant groups." The authors report that Africans comprise almost 20 percent of the population in colonial America around 1775. Yet the textbook doesn't note that it was slavery that made Africans the predominant non-English group, particularly in the South.

By describing Africans as "immigrants," comparing them to the Europeans who came to America to start a new life, "American Pageant" implies that Africans chose to make the voyage across the Atlantic. It suggests that they settled peacefully in the New World alongside their European counterparts and served to make America more diverse. But, the Africans were not immigrants. They came to America in chains, forced to endure the brutal and inhumane conditions of slave ships. And "American Pageant" minimizes this fact.

These instances of racial bias can be difficult to read. But for students of color, the blatant stereotypes and generalizations present in "American Pageant" can hit especially hard.

Junior Matthew Jones, who took AP U.S. History last year, said that the history presented in "American Pageant" is written for the eyes of certain groups alone. "Pageant tries to get into the actual truth, but it's clear that some parts of it are watered down for audiences. It makes me angry. To know that our history is being watered down to cater to an audience of people who wouldn't know it otherwise is a slap in the face," Jones said.

When textbooks are written to satisfy dominant groups, the portrayal of minorities tends to be incomplete. "Standard textbooks and courses have for the most part been written and designed by whites, who take their racial privilege so much for granted that they do not even see it as political, as a form of domination," philosopher Charles Mills wrote in his book "The Racial Contract." This inherent prejudice in textbooks has become so ingrained that the omission and mischaracterization of people and events is not often recognized as a form of white supremacy.

But, the umistakable bias in "American Pageant" does not mean that teachers should abandon textbooks. History teacher Andrew Glasier said that using textbooks should be at teachers' discretion. "I think every teacher has to make their own decision about whether they want to use a textbook, but for me personally, I find them to be a little bit obsolete. Most students read online now, and there's lots of

BIGGEST STATES DICTATE TEXTBOOK CONTENT

The motivation for omitting vital perspectives in history is simple: When the lasting impact of colonialism, slavery and racism rooted in U.S. history is not acknowledged, students remain ignorant of the racist systems that remain deeply embedded. When publishers omit the history of systemic racism, they imply that it doesn't exist and ignore the fact that change is necessary.

However, it may not be accurate to blame textbook creators. **Amanda Ersek**, who teaches Global Studies and IB History, said that textbook bias emerges from state standards for what students should learn. "Oftentimes, textbooks are just trying to follow what's written in the course elements. For our Global Studies textbooks, it is following for the most part what Ohio has said are the content standards for modern world history. And I think those standards tend to not give the whole picture," Ersek said. "You have to teach the limitations of a textbook. Every source has aww limitation. Even a primary source — a speech by Abraham Lincoln — has its limitations. He's an elected official; he's trying to get re-elected."

Ersek said that Ohio world history content standards represent the world incompletely. "You get into the topics, and they're just very Euro-centric — the Scientific Revolution, the Enlightenment. They do the American and French revolutions, and they're missing the Haitian Revolution," she said. "The epitome of the Enlightenment was equality, and the Haitian Revolution was about the slaves fighting for freedom. It does say that it inspired revolutions in Latin America, but it's just very vague. With the Industrial Revolution, they talk about how it transformed Europe and North America. They don't look at Japan and its own Industrial Revolution."

Ersek said the text's treatment of China is another example of bias. "Throughout world history, China is a huge player — pushing and moving the economy and moving innovation — and they're only mentioned three times in all of the modern world curriculum. So from 1600 to the present, they're only mentioned three times," she said. "That doesn't seem to me like a very balanced approach. It just feels so Western."

Andrew Glasier, who teaches AP World History and Asian Studies, agrees that the perspectives included in textbooks may not always be complete. "There's bias in everything. The textbooks that are created typically have to focus on the curriculum that the states mandate, so they're just a reaction of bad government policy, and they're also created to sell to the biggest states,like California and Texas, so they typically leave out many controversial topics," he said.

"Sometimes the role of unions is downplayed, for example, in the late nineteenth and the early part of the twentieth century. Recently there's been a lot of talk about downplaying the horrific after effects of slavery in our country. Reconstruction has also been an issue in American history because it is shown as a failure, when actually it did a lot for this country in many ways," he said.

"But you've got to make a textbook sellable. That's a terrible word, but you have to make it so it's not offensive," Glasier said. "The problem with history, especially now, at this time in our lives when there is a lot of discontent among different groups, is that that's hard to do."

The Granger Collection, NYC — All rights reserved

1.8 *Conquistadores*, ca. 1534 This illustration for a book called the *Köhler Codex of Nuremberg* may be the earliest depiction of the *conquistadores* in the Americas. It portrays men and horses alike as steadfast and self-assured in their work of conquest.

This illustration, titled "Conquistadores, ca. 1534," appears on page 18 of "American Pageant," in a chapter called "New World Beginnings." The image depicts Spanish invaders on horseback as they draw their weapons, seemingly preparing for attack. The image glorifies European colonizers, and while many primary artifacts are tainted with bias, "American Pageant" does not address this one-sided point of view. Instead, the textbook is complicit in this bias with its caption that claims the image "portrays men and horses alike as steadfast and self-assured in this work of conquest." Even if the authors merely intended to explain the purpose of the picture, and not to convey that colonialism was noble and dignified, the textbook fails to counter this description with an explanation of why this point of view is unjust and inaccurate. The Spanish murdered and enslaved Native Americans; they inflicted deadly diseases upon native populations; they brought with them plagues of destruction and violence. The phrase "work of conquest" does nothing to convey what the Spanish invasion truly was: genocide and other crimes against humanity.

From page 13

sources that are more current and more open to controversial topics. I think some teachers still use textbooks and use them well, but I also think it's less and less as time goes on," Glasier said.

Ersek said that textbooks are not sufficient for fully understanding history. "The textbook is a tool, but I don't think it should be the only resource a teacher uses. We should be bringing in primary source documents, a number of different opinions, to put pieces of the puzzle together to get a clearest understanding of what happened," Ersek said. " The problem with textbooks is that students and to some extent, teachers think that it's enough, and it's not enough. It shouldn't be the only avenue. Because history is just a story, and so you have to give all the pieces and parts, and if you just give the textbook then you're only giving one perspective of the story."

Ersek also said it's important to learn about perspectives that the textbook might not include. "I talk about students finding the missing story, who's not represented in the textbook and whose story needs to be told," she said. Global Studies teachers try to show what Ersek calls "decolonizing world history, just teaching the other side of imperialism: the resistance." Themes of us versus them can be seen in any area of the world, she said, so students should "draw their own conclusions by looking at all of the evidence."

Some bias in history textbooks is unavoidable. Recognize it and understand that they are not the sole arbiters of fact. Seek other sources, other perspectives. Understanding history is impossible without first acknowledging the limitations of textbooks.

As students we must think critically about sources we encounter in school. Does the textbook accurately present the history of people who are and have been marginalized, not just that of European colonists? Or does it, like "American Pageant," devote more explanations to the impact of slavery on the national economy than on the systemic racism it established, the effects of which are still felt today?

By the Numbers

$60 million

Amount of money that Texas spends on textbooks annually, according to the National Center for Science Education.

<80 percent

Amount of the textbook market that three publishers control: McGraw-Hill, Pearson and Cengage, according to a 2016 report by the U.S. Public Interest Research Group Education Fund.

67 percent

Amount of history and social studies textbooks that Texas rejected during the last adoption cycle, compared to 23 percent in California, according to APM Research Lab.

78 percent

Amount of rejected textbooks in Florida nixed for "prohibited topics or unsolicited strategies, including Critical Race Theory," according to the Florida Department of Education.

ALI MAKING THE RUN FROM RAIDERS TO RAVENS

Former SHHS running back will take his Shaker credentials to the pros

Gavin Ersepke *Sports Writing Reporter*
Spencer Zbanek *Sports Writing Reporter*

Rasheen Ali ('19), a standout Raider running back, is headed to the NFL.

Ali was drafted by the Baltimore Ravens with the 165th pick in the fifth round of the 2024 NFL Draft.

"Honestly, I'm most excited about being able to showcase my talent internationally, being excited for the whole world to see me," said Ali, who visited the high school May 8.

Ali became the third Shaker Heights alumnus drafted to the NFL since 2000. He attended Marshall University for four years following a notable high school career.

At Marshall, Ali ran for 2,831 yards and 39 touchdowns. Additionally, he accumulated 557 receiving yards and three touchdowns. He averaged 5.5 yards per carry and 7.4 yards per reception.

"I'm just nervous about going into something new, adapting to a whole new environment," he said. "It's professional now, going from school and football to now just football. I think that will be a little different."

Ali has been on the Doak Walker Award watch list twice (2022, 2023), an honor given to the nation's best running back. He appeared on the Maxwell Award watch list in 2022, an award recognizing the nation's best player. In 2021 he was an FWAA Freshman All-American and an All-Conference USA First-team selection. In 2023 he was voted Preseason All-Sun Belt Conference First Team by the media and Second Team by the Sun Belt Coaches. Ali earned an All Sun-Belt Conference Second Team selection in 2023.

Head football coach Alex Nicholson remembers watching a film of Ali while Nicholson was still coaching at Brush. "The moment you put on his tape in high school, you know, 'Holy . . . This guy is special,' " said Nicholson, " 'like, he is really good.' "

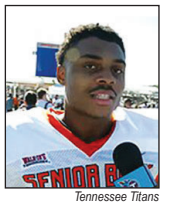
The Ravens have former MVP quarterback Lamar Jackson and former 2,000-yard rusher Derrick Henry in the backfield. "I'm excited to learn from both of them — two hall-of-famers. Excited for that and ready to go get a ring," Ali said.

Sports Writing reporters interview NFL-bound Rasheen Ali May 8. *Shakerite Photo.*

Some fifth-round running backs have excelled recently. Aaron Jones was selected in the fifth round of the 2017 draft by the Green Bay Packers. Since then, he has become third all-time in Packers rushing yards. Kyren Williams, a 2024 NFL Pro Bowl selection, was drafted in the fifth round of 2022. Cleveland Browns running back Jerome Ford was also selected in the fifth round of the 2022 draft.

In this millennium, the Ravens have notably drafted running backs JK Dobbins, Gus Edwards, Ray Rice, Chester Taylor and Jamal Lewis.

"When I got the call, I saw Owings Mills, Maryland. I knew I was going to Baltimore, and that got me excited," Ali said.



Tennessee Titans

"Shaker gave me the opportunity to play out on the field and get used to a diverse community. In the real world, it's mad diverse, and that can catch people off guard."

Rasheen Ali
Class of 2019

Ali expressed gratitude for his years at SHHS and how they prepared him for his post-grad life. "Shaker gave me the opportunity to play out on the field and get used to a diverse community. In the real world, it's mad diverse, and that can catch people off guard. The part of the Shaker culture I'm bringing to Baltimore is hard work. Just working day in and day out," Ali said.

The first two SHHS players drafted since 2000 were Nate Clements and Adrien Clarke, both of whom played at The Ohio State University. Clements, a cornerback, was selected 21st overall by the Buffalo Bills in 2001 following three years at OSU. He was selected to one Pro Bowl in his 12-year NFL career. Clarke, a guard, was selected 227th overall by the Philadelphia Eagles in the 2004 draft following four years at OSU. He played two years in the NFL.

Nicholson said that Ali's achievement shows that the Raider program is the right choice for middle school students who want to do the same. "We have a path right here. We have guys. We know how to develop talent and that mindset," he said.

SHHS is the right choice for other goals, as well, he said. "If you want to be a hip-hop artist, well, we have MGK and Kid Cudi. You want to be a screenwriter? The creator of 'How I Met Your Mother' went here.

"This is a great school to do anything you want in life."

Some numbers put Ali's accomplishment into perspective. According to 2016 NCAA data, 73,660 players out of 1,083,308 high school football players, or 6.8 percent, compete in the NCAA. Only 28,166 of these students, or 2.6 percent, play at the Division I level. Only 253 spots exist in the NFL draft. The odds of playing in high school and being drafted to the NFL are 0.023 percent.

Ali will wear number 26 for the Ravens when he reports to training camp.

Nicholson said, "You have to have consistent effort, and the drive to be the best. So if you want to get to his level, you need a constant drive. You cannot hope; it's not a prayer. You need to be constantly working to get there."

SENIORS ON TO COLLEGE COMPETITION

Baiden Sabino *Sports Writing Reporter*

Athletes in the class of 2024 began choosing their schools for the next four years soon after the year began.

But senior field hockey player Charlotte Glasper was the first person in the class of 2024 to commit. She committed to Indiana University in August 2022. She will join two former Raider field hockey players: Maggie Carter ('21) and Javi Baeza ('23).

Glasper said that the chance to reunite with former teammates did play a role in her decision to commit to the Hoosiers, but she knew pretty early on that Bloomington was where she wanted to go. "Ever since my freshman year, I wanted to go to Indiana," she said.

Glasper did not play this year due to an injury sustained at the end of the preseason. During her junior year, she led the team in total points with 27 goals and 11 assists.

Senior swimmer Darby Murlin will compete at Ohio University. She broke two team records last winter, including posting a 0:56.06 in the 100-meter butterfly. Murlin also qualified for states in the 200-meter medley, breaking another record in the process.

Senior football player Stephen Henderson is also staying in Ohio to play at Youngstown State University. Henderson credited his coaches for his success. "My coaches always told me I could play Division I level, but I never thought I could," he said. Henderson said he found belief in himself after this season, when he compiled 42 tackles, six sacks and two forced fumbles that earned him an honorable mention on the Northeast Lakes All-District Team.

The women's soccer team is one of two with two commitments. Fiona Fraser is headed to Mercyhurst University, and Ceci Favret is going to Marquette University.

Senior soccer player Ceci Favret committed to Marquette University to continue her soccer and academic careers. *Photo by Alyson Garfield.*

Also with two commitments is the baseball team. Senior Will Taigen is headed for Washington University in St. Louis, and senior Brett Moore announced his commitment to Salem University in Salem, West Virginia in October.

Moore said his coaches helped him throughout the process, and, after connecting with some of Salem's coaches, he visited the campus. "After the visit, it was kind of a done deal," he said. "I loved the campus, the players, coaches. It wasn't really a debate."

Senior Jack Geisler committed to Colgate University for Rugby April 9.

Quintin Garnett, a hockey player. will attend Kent State University. "I found out I was going there 100 percent in March," he said. "I just told the coach I am coming and planning to play."

Stephen Henderson

Charlotte Glasper

Brett Moore

Fewer Coaches From Classrooms

Time demands, low pay discourage faculty from coaching sports

Leila Cohen *Journalism II Reporter*
Tatum Dangerfield *Journalism II Reporter*

Only one of the 11 fall sports coaches also teaches at the high school. Of the remaining 10 fall coaches, two work at Woodbury Elementary School and eight are not, apart from coaching, employed by the district at all.

In 2019, Dan Schuster, director of coach education at the National Federation of High Schools, told public radio station KQED he believes that fewer teachers are coaching. "Years ago, if you were teaching, you'd coach a team. It's not that culture anymore," he said.

James Schmidt, a science teacher at the high school and former softball coach, said some of the reasons for the lack of teacher coaches include pay and workload. "The amount of pay isn't commensurate with the amount of time commitment that you have," he said.

Schmidt said that he found it difficult to manage teaching, coaching and his personal life, especially when he had young kids. He said that many coaches grow out of the job for that reason.

The presence of coaches who are also teachers in the building is important, according to Schmidt. He said that athletes are able to build much stronger relationships with their coaches when they also have them as teachers.

Schmidt said that these relationships benefit teachers, too. "There's a lot of benefit to it because we're then able to monitor grades, monitor behavior, things like attendance," he said.

Freshman Adelie Tilton, who plays field hockey, said that she would be able to interact more with her coach if that coach also taught at the high school.

Said Tilton, "I definitely think that if my coach was my teacher, it would make our relationship stronger, and it'd be easier for us to connect."